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It is the last method that the book before us attempts. After two chapters on the work and general relations of plants in nature, the authors give 130 pages to the morphology, work, and uses of the roots, stems, leaves, flowers, and fruits of higher plants. Then follow 230 pages on the study of groups, from the bacteria to flowering plants, in which, not only the usual morphology is given, but the relations of various plants in agriculture, the industries, and hygiene are dwelt on; and this extensive treatment is followed by 125 pages on forestry, plant breeding, plant industries, weeds, and ecological groups.

The book is not a laboratory guide for the pupil; it is a text of over 500 pages from which he may recite for a year. The skilful teacher can make an accompanying guide for the laboratory, and make the laboratory work botany, agriculture, "civic biology," or a combination of all these. The unskilled teacher, in using the book, will probably degrade the work into mere textbook-learning.

With so much attention given to the diverse applications of science, the book necessarily lacks the unity of the manuals now generally used. This lack of unity, lack of progress in the course, with the still more serious departure from the strict training the laboratory method has boasted, and the substitution therefor of the acquisition of a great body of data without personal experience in its acquisition—these things make the book an experiment for all laboratory sciences in the secondary schools. But apparently the schools are determined to make the experiment, and it is well that they have such a worthy book as the present one to aid them.

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THE UNIVERSITY OF MICHIGAN

Opportunities in School and Industry for Children of the Stockyards District.

By ERNEST L. TALBERT. Chicago: The University of Chicago Press, 1911. Pp. vi+64. 25 cents.

This is a report of one of six studies which have been made by the University of Chicago Settlement of the conditions of Chicago's stockyards community. The study in question confines itself to a consideration of the problems relating to children between fourteen and sixteen years of age.

Although the report relates to a single locality, it has a wide significance, because it is indicative of the kind of information which is being sought in many of our cities and which is now recognized as pertinent to educational discussions. The value of the report is enhanced by the background of personal relationship which exists between the individuals "investigated" and the University of Chicago Settlement workers. It is interesting to note that the conclusions quite generally reinforce those which have been reached by investigations of a purely statistical nature covering much larger fields.

The scope of Dr. Talbert's investigation is concisely stated in his introduction to the report as follows:

"What are the industrial opportunities for children, especially those between fourteen and sixteen years of age, in the stockyards district? What are the jobs they secure, their wages, and the chances for advancement? Does the public school adjust them to the economic environment? What is the attitude of parent and child to the school and to the job? What is the relation of the income of the family to the early leaving of school? What is done to bridge the gap between school and work, and to

guide the youth to the vocation suited to his capacity and to future usefulness? What may be done?

"These are the main topics of inquiry in this study. They relate principally to the immediate situation in the school, the family, and juvenile work, but in their implications they are a part of the wider problem of the moral and civic welfare of the children and of the community. They touch the effect of the work which father and child pursue upon social attitude, the consequences of irregular employment and blind-alley jobs. They revive the problem of the function of the public school in an industrial democracy."

One of the most significant conclusions reached is that there is no important relation between the initial wage which boys and girls of fourteen to sixteen years of age receive and the number of years which they have spent in school, or the number of grades which they have covered during that time. It would seem that a very considerable majority of the children and their parents see no connection between the school and vocational life, and that they are satisfied that all the necessary school requirements have been fulfilled when the fourteenth year is reached, regardless of educational attainments.

Regarding the attitude of the child toward the school the report says:

"Leaving aside such drawbacks as unfavorable home conditions, improper food, and the personal dislike of teachers, the elements of the child's opinion of the school may be summed up in two counts. He feels that there is a lack of interest, activity, and appeal to his constructive powers in the present course of study; and he contrasts this situation with the wider world of amusement, freedom, and contact with people. Second, he cannot see the connection between what he is studying and his future job.

"The proof of this conclusion is drawn from observation of the schools, the testimony of teachers, and acquaintance with the child and the parent."

Section II, dealing with the family income, is most enlightening. The personal records and the classified data again interpret each other in a most striking manner.

"Those families in which the average amount is \$3 or over per person per week are put into Class 1, those whose average is between \$3 and \$2 per person per week are placed in Class 2, and those whose average is less than \$2 are put into Class 3.

"The result of the estimate was: thirty-seven families belonged to Class 1, sixty-four to Class 2, and one hundred and sixteen to Class 3. That is, 53 per cent belonged to families of a very low economic grade, and in which, we may presume, the wages of the children were absolutely needed; 47 per cent of the families were able to keep the boys and girls in school, judged by the amount of money made by the family at the time the child left school."

The report seems to show at once the present necessity for child labor and its relative futility when left to chance opportunity. This leads to the belief that the function of the school should be so enlarged as to assist the children in selecting their work and in fitting them for it in some degree. It is believed that the work in cooking, sewing, and manual training should be very largely extended, but the following conclusion is reached:

"What is more desirable is separate vocational courses. There should be teachers conversant with shop methods and discipline. Vocational training methods ought to be given a fair trial. To add to an already full curriculum a number of occupational subjects taught according to the formal pedagogical methods is clearly an unsatisfactory compromise."

Section IV gives the following summary:

"The leading items intended to be emphasized in the foregoing discussion are:

"1. The district studied is peopled by immigrants of various races; their work is unskilled; and their main source of employment is the stockyards.

"2. The testimony of principal, teacher, child, and parent unites in the conclusion that the public school is not meeting the needs of adolescence and adjusting the child to his future work.

"3. The great exodus from school comes before the seventh grade, and shortly after the child reaches the age of fourteen.

"4. The ignorance of parents, the willingness of children, and the pressure of straitened circumstances combine in forcing boys and girls to leave school for work as soon as the law will permit it.

"5. Few children from the neighborhood go to high school, trade school, or keep up any form of educational interest after leaving school.

"6. Yet the boys and girls have talents and abilities in special directions.

"7. The occupations entered are easily learned, mechanical, and devoid of educational value.

"8. The kind of jobs secured is much a matter of chance; the migration from place to place does not lead to better opportunities; the pay is small; and the net result is instability of character.

"9. A number of 'subnormal' boys are as successful in industry as many 'normal' boys.

"10. There is no marked economic advantage to be gained by a longer stay in school; before the age of sixteen preparation in school does not count, considering the ordinary run of mechanical occupations open to children.

"11. Over half of the families from which the working children come have such a low income that the wages of the boy and girl are judged necessary.

"12. The experience of older boys and girls shows a small average contribution to the family income, a short average time in each position, and a long average period of idleness. All of these persons stopped school during the fourteen-to-sixteen-year period.

"13. Aside from parasitic industries, there is no economic necessity for juvenile labor, according to the testimony of employers.

"14. The public school is best adapted to deal with the problem of vocational direction."

The report recommends, first, the raising of the compulsory school age to at least sixteen years; second, the establishment of continuation schools; and, third, the reorganization of the existing day school. While we agree heartily with these recommendations we believe that they are given in the reverse order of their importance. It is a fair question whether raising the compulsory school age to sixteen, so long as the present type of school is the only one provided for these children in the stockyards district, will not work more harm than good. It is our firm belief that what is first needed is a thorough revision of the course of study of the elementary schools of such districts. When this revision has been brought about, and the schools have been proved to be truly effective in helping to prepare these children for their early economic struggle, the question of compulsory attendance can be more successfully and more justly considered.

The establishment of the continuation school does not in any way affect the above question, and it should unquestionably be brought about as soon as possible.

On the whole, the report is one of more than local importance, and well repays the study of anyone interested in the education of the masses.

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Selected Orations and Letters of Cicero, to Which Is Added the Catiline of Sallust.

Edited by H. W. JOHNSTON and H. M. KINGERY. Chicago: Scott, Foresman & Co., 1910. Pp. 431+120.

This is a revision, made by Professor Kingery of Wabash College, of the 1893 edition by Professor Johnston of Indiana University. It is accompanied by a text edition for class use, as is usual with books for advanced students. Without calling attention to the differences between the two editions (which are specified in the preface to the revised edition), we shall speak of the characteristics of the second edition.

In addition to the six orations commonly read, there are included the first Verrine and part of the second, the orations for Marcellus and Ligarius, and the fourth Philippic. There is nothing specially new in this, but there is a novelty in the addition of twenty-one well-selected letters and almost the whole of Sallust's *Catiline*. The broad range of contents gives an opportunity for the variety in reading which is requested so constantly by many teachers.

The introduction on the life of Cicero is unusually interesting. It is rather more full, perhaps, than is customary, but if that is a fault it is atoned for by genuine merit both in statement of fact and in point of view. The lengthy account of the government of Rome is very welcome. Some features of Roman government are always well known by students entering college, while other features are utterly unknown. This section in its condensed form could not easily be made readable; nor indeed should that be attempted. It is the facts the student needs, and the facts themselves will interest him.

No bibliography would be satisfactory unless absolutely complete. The one here given is not complete, and hence is not satisfactory. No two persons would include the same things. It is therefore very questionable whether a bibliography is worth while, especially on a period where bias or personal feeling is so strong. The list of books is not intended for the pupil, but for the teacher. Better let the teacher make his own selection according to his own bias. Questions arise in reference to many books included. For instance, why include Ferrero at all? Why a long list of smaller Roman histories? Of what service will *Sources of Roman History, B.C. 133-70*, be to a student almost all of whose reading relates to events subsequent to 70? Why several parallel books on monuments and antiquities? Why include Trollope's *Life of Cicero*, and exclude Strachan-Davidson? Greenidge's *Legal Procedure of Cicero's Time* is almost too difficult for college students, and therefore useless for high-school purposes.

One is here reminded of a defect common to all editions of Cicero, which the present edition seeks in some measure to remedy. The excursus on Roman criminal trials, containing much the same matter as Gow, or the revised edition of Abbott, is very good, but much more use should have been made of it in the notes. The excursus and the notes should be correlated. Experience has shown that, after spending much time on the orations of Cicero, students come to college with a knowledge of